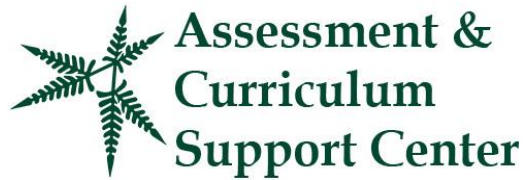




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Oral Communication Assignment Charrette



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Oral Communication Assignment Charrette

Yao Z. Hill, Ph.D.

Assessment and Curriculum Support Center
University of Hawai'i at Mānoa



DATE: Wednesday, September 9, 2020

TIME: 2:00pm - 3:30pm

LOCATION: Online Event

ORAL COMMUNICATION ASSIGNMENT CHARRETTE

Do you want to improve the design of your oral communication assignment to maximize student learning in this new virtual environment? Come to this highly interactive workshop to learn oral communication assignment design principles and strategies. Receive constructive feedback from your peers and experts in oral communication instruction and research. Walk away from the workshop with concrete plans to enhance your assignments that lead to deep learning and development in students.

After a brief introduction of the assessment principles and tools, participants will join small group breakout rooms to share and receive peer feedback through a structured discussion, facilitated by experienced oral communication instructors and experts. Our expert team includes Drs. Amy Hubbard, Soo Shin, Jaymian Urashima from Communicology Department, Jenifer Winter from Communication Department, Dr. Laura Armer, Director of College of Social Sciences Online Programs, and Cari Ryan from the General Education Office. Participants will also have an opportunity to share their insights as a group at the end of the workshop.

Workshop registrants are asked to:

- Respond to a short survey before the workshop for the facilitators to arrange breakout rooms.
- Prepare one assignment to share with colleagues during the workshop. It can be a link to a shareable document or you can share your screen during the small group discussion.

This workshop is co-sponsored by the Assessment and Curriculum Support Center, General Education Office, Oral Communication Board and Center for Teaching Excellence



Spirit of Charrette –
constructive
feedback
amongst
peers

The charrette is a tradition originating from the field of architecture. Architects come together and review each other's work and provide feedback. So the spirit of charrette is constructive feedback amongst peers.

Expert Team



Jenifer Winter



Cari Ryan



Laura Armer



Soo Shin



Amy Hubbard



Jaymian Urashima

Joining us today are the experts in oral communication teaching and experts in instructional design.

Session outcome

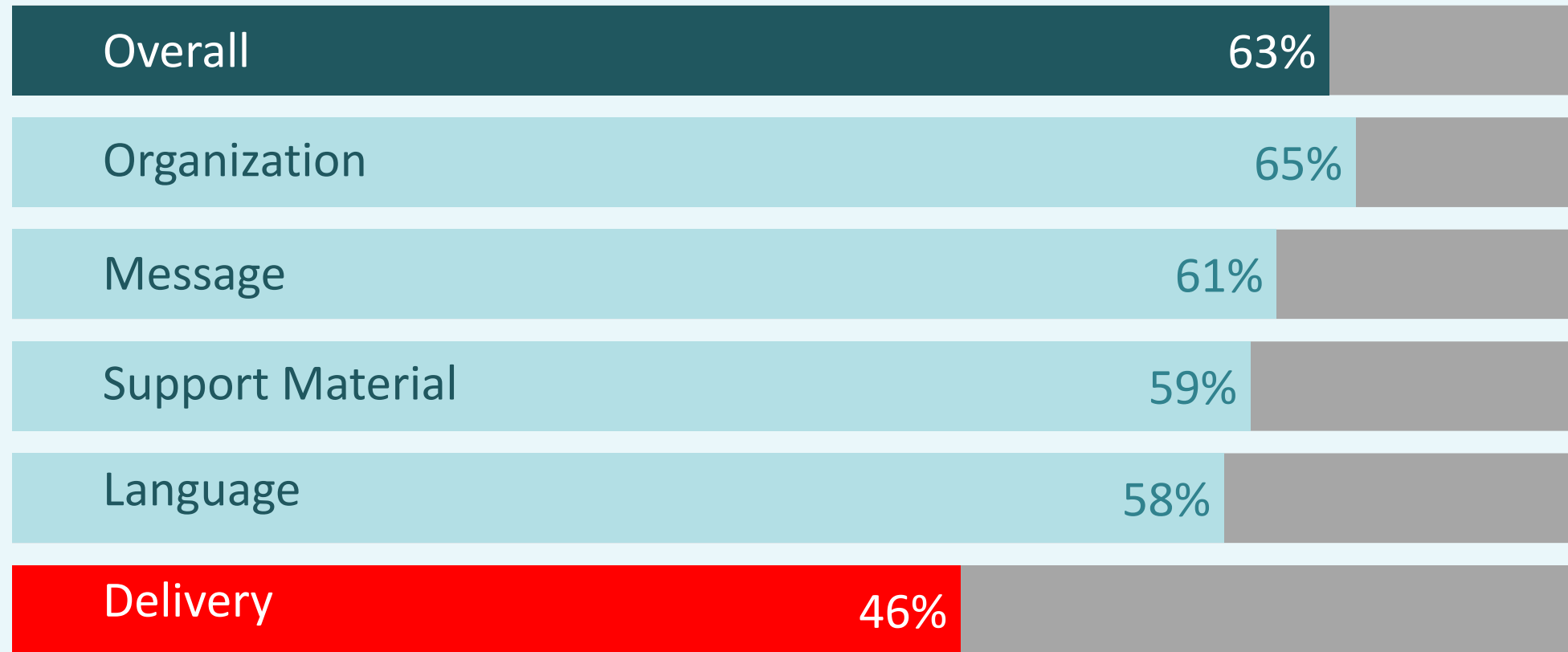
- Select assignment design best practices
- Receive feedback

Session outline

1. OC assignment design best practices
2. Assignment sharing
3. Large group sharing
4. Session evaluation

Why this session?

63% of the students met Mānoa expectations on OC, **short of our benchmark at 75%.**



Less than half met the expectation on **delivery** technique

From 2016 to 2019, our center conducted an institutional assessment project. We collected live oral presentations from 79 students in 11 courses across different colleges. These students were first-time full-time undergraduate students in senior standing. The evaluation of their work showed that only 63% of them met oral communication minimum performance expectations. And our benchmark is 75%. We have room to improve. Among all the dimensions that we evaluated, we found that students perform weakest in delivery where less than half of the assessed students met the expectation.

Assessment is an integral part of teaching.
Assignments best connect assessment and teaching.



Another reason that we offer this workshop is that we believe that assessment is an integral part of teaching. Assignments best connect assessment and teaching because, on the one hand, we use assignments to guide students in applying and consolidating their learning; and on the other hand, we use students' performance on the assignment to assess their learning achievement. Poor assignments can be a bottleneck for students' performance. If you intend for your students to be able to critically evaluate the readings, but in your assignment, you ask them to summarize the readings, then a majority of the students will not evaluate the readings. Increasing the quality of the assignment will help solicit better quality learning evidence.

OC assignment design best practices



Align with outcomes



Align with evaluation criteria



Specify audience and purpose



Scaffold learning

Among a myriad of OC assignment design strategies, today I emphasize four.

Which assignment aligns with the outcome? 

Students can deliver a persuasive speech.

Assignment A:

Produce a public service announcement (PSA) and **describe** the potential danger of not wearing a face covering and the benefits of wearing one.

Assignment B:

Produce a PSA. Use a variety of techniques to **persuade the audience**, fellow students, the need to wear a face covering. Consider using the content that is emotionally engaging, intellectually intriguing, and personally relevant.

First of all, assignments need to align with what we intend for our students to learn. For example, if the intended learning outcomes is: Students can deliver a persuasive speech. Which assignment aligns with the outcome? I give you a moment to read these two assignments. You can put your answer choices in the chat.



UH Mānoa OC outcome: Deliver effective oral presentations

Select	appropriate content
Present	in a clear and organized manner
Adapt	to audience and purpose
Demonstrate	effective verbal and nonverbal delivery
Use	supporting materials

At the institution level, the UH Manoa's OC outcome is that students can deliver effective oral presentations. It specifies five sub-outcomes and they are about content, organization, audience and purpose, delivery, and supporting materials. These sub-outcomes can also apply to interactive communication tasks.

What learning outcomes do you address?

Handout Activity: I.1

Each of you please access the individualized handout in the shared Google Folder and take a moment to write down what are the learning outcomes that you want your assignment to target.

Align with evaluation criteria ✓

The second assignment design strategy is for the assignment to align with evaluation criteria.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

<https://drive.google.com/file/d/1MDJRFjFrPXOw8TvFxq8RHF7tMB02hOOo/view>

At the institutional level, we use the Oral Communication VALUE rubric. VALUE standards for Valid Assessment of Learning in Undergraduate Education. It is part of a set of rubrics developed by hundreds of faculty members organized by American Association of Colleges and Universities. These set of rubrics are general enough to be used for assessing students performance at the institutional level. I encourage you to use the dimensions on the VALUE rubric and tweak the rubric language to fit your class context. Because the language is necessarily general, you may also consider providing students with sample works at different levels or more explanations of the rubric.

Another important point that I want to make is to make sure that you align the rubric criteria with the intended learning outcome. Let's take a look at the handout at the top of page 2. For example, the "Organization" criterion on the rubric can be used to assess the SLO 2. Present in a clear and organized manner. The "Language" criterion on the rubric can be used to assess SLO3. Adapt to the audience and purpose. "Deliver" on the rubric can be used to assess SLO4, which is about delivery. The criterion "supporting material" can be used to assess both SLO 1. Select appropriate content and SLO5. Use supporting materials.

For those of you who have interactive communication tasks, I have an example rubric for small group discussion. For those of you who ask students to product audio media product, I have some example rubrics for you.

I will give you a couple of minutes to read the VALUE rubric and highlight the content on the rubric that you want to use for your assignment.

Specify audience and purpose



Handout Activity I.3

The third strategy for OC assignment design is to have students specify audience and purpose.

Scaffold learning



Handout activity I.6

Last but not least, oral community is an integrative and complex skill that needs repeated practice. We can help students to achieve this outcome by giving them a lot of support and scaffold their learning. On your handout, I listed 15 strategies. I will give you 2 minutes to go over them and select the ones that you may consider using in your own assignment.

Assignment Charrette Small Group Activity

Handout Activity II

Now you will be in small groups so that each of you can share your assignment and receive peer and expert feedback.

Critical Friends Protocol



<https://youtu.be/5aZSITkOLOc?t=6>

Critical Friends Protocol

1. Locate the instructor's assignment
2. An instructor explain assignment (3 minutes)
3. Ask and answer clarification questions (2 minutes)
4. Peers write feedback in silence (3 minutes)
5. Peers share feedback: "I like..." "I wonder..." (10 minutes)
6. An instructor share takeaways (2 minutes)
7. If have time, share "I have"

Group sharing: Write down your major takeaways from today's session.

We will be using the critical friends protocol to give and receive feedback.

Oral Communication Assignment Charrette (9/9/2020)

Yao Zhang Hill, Assessment and Curriculum Support Center
Supported by the OC expert team: Laura Armer, Amy Hubbard, Cari Ryan, Soo Shin, Jaymian Urashima, and Jenifer Winter (<http://go.hawaii.edu/3rH>)

[Part I. Oral Communication Best Practices: An Introduction](#)

[Part II. Charrette Instructions](#)

Session Outcomes

- Select assignment design best practices to enhance oral communication (OC) assignment
- Receive feedback to enhance OC assignment

Part I. Oral Communication Best Practices: An Introduction

1. Align with the learning outcomes. The UH Mānoa oral communication outcomes are: Students are able to

- ☐ SLO1. Select appropriate content
- ☐ SLO2. Present in a clear and organized manner
- ☐ SLO3. Adapt to the audience and purpose
- ☐ SLO4. Demonstrate effective verbal and nonverbal delivery
- ☐ SLO5. Use supporting materials such as handouts, visual aids, models to promote clarity and interest.

What are other learning outcomes (e.g., critical thinking, information literacy, collaboration) that you intend for your students to achieve?

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2. Align assignments with evaluation criteria. Highlight the criteria that are relevant to the intended outcomes of the assignment

UH Mānoa Adapted the VALUE Oral Presentation Rubric ([here](#)) Abbreviated Version to assess the following outcomes:

- ☐ SLO1. Select appropriate content
- ☐ SLO2. Present in a clear and organized manner
- ☐ SLO3. Adapt to the audience and purpose
- ☐ SLO4. Demonstrate effective verbal and nonverbal delivery
- ☐ SLO5. Use supporting materials

	4	3	2	1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive.	...	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	...
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	...	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	...
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	...	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	...
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	...	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	...
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	...	Central message is basically understandable but is not often repeated and is not memorable.	...

Rubric for small group discussion

Criteria	Distinguished	Proficient	Basic	Unacceptable
Participation in Discussions	Provided many good ideas for the unit's development; inspired others, clearly communicated desires, ideas, personal needs and feelings.	Participated in discussion; shared feelings and thoughts.	Listened mainly; on some occasions, made suggestions.	Seemed bored with conversations about the unit; rarely spoke up, and ideas were off the mark.
Invite member contributions	Constructively built upon or synthesized the contributions of others to seek common ground and move the group forward. Noticed when someone is not participating and inviting them to engage.	Was able to pose questions to stimulate members' thinking. Summarized members' ideas and showed respect for different perspectives.	Engaged others by taking turns talking, and listened to others without interruption. Restated the views of others and/or asked questions for clarifications.	Dominated the conversations without consideration of other people's thoughts.
Provide feedback	Habitually provided dignified, clear, and respectful feedback.	Gave feedback that did not offend.	Provided some feedback; sometimes hurt the feelings of others with feedback or made irrelevant comments.	Was openly rude when giving feedback.

Sample Rubrics for Media Product

- University of Wisconsin Video Project Rubric: <https://www2.uwstout.edu/content/profdev/rubrics/videorubric.html>
- Adobe Digital Media Project: Sample Assessment Rubric: <https://edex.adobe.com/resource/bdf2bac1>
- <https://www.dit.ie/media/teachertraining/case0023-digitalmultimedia/Evaluation%20Rubric%20for%20Video%20Production.docx>
- Multimedia Mania 2004 -- Judge's Rubric: https://projects.ncsu.edu/mmania/mm_docs/mm_judge_rubric2.html

3. Specify purpose

Sample task to help students clarify purpose (Adapted from Bean, 2011, p. 41)

Before listening to my presentation, my audience will think this way about my topic:

But after listening to my presentation, my audience will think this way about my topic:

Example:

Before listening to my presentation, my audience will think that wind power is a viable alternative energy source for the United States. But after listening to my presentation, my audience will see that wind power can never provide more than 4% of the nation's electricity needs.

4. Specify Audience

Examples (adapted from Bean, 2011, p.42-43)

- Prepare a 10-minute informal talk to explain to a student who missed the lecture on _____.
- A nine-year-old diabetic child needs to understand the glycemic index of foods. As a pediatric nurse, prepare a short talk that will explain the glycemic index in language the child will understand.
- You are representing your organization in a fund-raising event so that the organization can _____. Prepare a 10-minute motivational speech to encourage event participants to contribute to your cause.
- Next week there will be a public hearing on whether to use taxpayer dollars to build a new sports arena for a professional basketball team in your city. Because you have been researching public financing of sports stadiums, you have been asked to present your position in a formal speech at the beginning of the hearing. Prepare your PowerPoint presentation for a 5-minute speech. Try to sway those most opposed to your position.

Potential audiences

General academic audience	clients	Student organizational leaders	Legislatures
General public	Funders	Potential employers	University leaders
Fellow students	Community members	K-12 students	A specific organization

Audience Analysis: Questions to ask for students (Dean, 2011, p. 46)

• What is my level of expertise relative to my assigned audience? (Note: A student may be a novice relative to the instructor but an expert relative to someone else.)
• How do I want to change my readers' view of my topic?
• How much does my audience already know about the problem/issue I am addressing? How much do they care about it?
• What is the "news" in my paper? What constitutes old information and new information for my audience?
• How resistant is my audience to my thesis?
• How busy is my audience?

6. Scaffold students' learning

- ☐ A. Make learning outcomes and evaluation criteria clear to students at the beginning.
- ☐ B. Give explicit, specific, and detailed instructions.
- ☐ C. Provide multiple and on-going rehearsal opportunities.
- ☐ D. Break down the task and train students on each subskill (search sources, organization, use visual aids).
- ☐ E. Provide focused and in-time feedback.
- ☐ F. Train students to reflect and self-assess their skills.
- ☐ G. Students analyze the prior knowledge of their audience.
- ☐ H. Students investigate and describe the audiences' needs and wants.
- ☐ I. Students write a storyboard of their presentation.
- ☐ J. Provide a presentation template.
- ☐ K. Provide a repository of sources/images/videos for students to use.
- ☐ L. Provide sample student presentations at different levels.
- ☐ M. Provide a video annotation of a sample student presentation.
- ☐ N. Provide video tutorials on delivering effective presentations.
- ☐ O. Train students in using verbal and non-verbal delivery techniques.

7. Oral Communication Assignment Template (with Sample):

<http://go.hawaii.edu/Pm3>. Use the structure and adapt to your own content.

8. Additional resources

- a. General Education <https://manoa.hawaii.edu/gened/resources/tr/o/> (log in required)
- b. ACSC OC resource: <https://manoa.hawaii.edu/assessment/reports/gened/oral-communication/>
- c. Assignment Library: <https://www.learningoutcomesassessment.org/ourwork/assignment-library/>

Oral Communication Assignment Charrette (9/4/2020)

Part II. Charrette Instructions

1. Each group will have three colleagues to share assignments and one oral communication or instructional design expert.
2. Each instructor has 20 minutes to share and receive feedback.
3. For each round of 20 minutes:
 - a. The instructor shares the assignment for 3 minutes
 - b. Colleagues ask clarifying questions for 2 minutes
 - c. Colleagues write down their feedback for 3 minutes using the Peer Feedback Template in this document and note “I like...” and “I wonder”
 - d. Each colleague shares their feedback for a total of 10 minutes (Instructor will not respond to feedback.)
 - e. An instructor talks about 2-3 main takeaways (2 minutes).
4. Feel free to follow up with the oral communication and instructional design expert assigned to you after the session to continue fine tuning your assignment.

Introduction to the Assignment

Instructor Name:

Instructor Department:

1. Assignment title

2. Assignment link or Copy and Paste Assignment below:

3. *Background Information:* In what course is the assignment used? At what point in the course? Does it build on earlier work in the course or prior courses? Does it prepare students for more advanced work in later courses or success beyond graduation?

4. *Assignment Information:* What are you asking students to do in the assignment? What learning outcomes is the assignment designed to elicit from students? How are students evaluated?

5. *Current Experiences:* What has been your experience of using the assignment to date? What kinds of feedback and suggestions are you specifically looking for?

Peer Feedback

Reviewer 1 Name:

1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?

2. How does the assignment align with the evaluative criteria? Are there mixed signals being sent to students?

3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have regarding clarity in instructions, prompt, or purpose?

4. How does this assignment allow for flexible options, alternative demonstrations, and/or culturally responsive demonstrations of learning?

5. How does this assignment need to be modified or adjusted to reflect current faculty and student circumstances and situations in light of COVID-19?

6. What unnecessary constraints, if any, may need to be removed to accommodate learning during a global pandemic crisis?

Reviewer 2 Name:

1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?
2. How does the assignment align with the evaluative criteria? Are there mixed signals being sent to students?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have regarding clarity in instructions, prompt, or purpose?
4. How does this assignment allow for flexible options, alternative demonstrations, and/or culturally responsive demonstrations of learning?
5. How does this assignment need to be modified or adjusted to reflect current faculty and student circumstances and situations in light of COVID-19?
6. What unnecessary constraints, if any, may need to be removed to accommodate learning during a global pandemic crisis?

Reviewer 3 Name:

1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?
2. How does the assignment align with the evaluative criteria? Are there mixed signals being sent to students?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have regarding clarity in instructions, prompt, or purpose?
4. How does this assignment allow for flexible options, alternative demonstrations, and/or culturally responsive demonstrations of learning?
5. How does this assignment need to be modified or adjusted to reflect current faculty and student circumstances and situations in light of COVID-19?
6. What unnecessary constraints, if any, may need to be removed to accommodate learning during a global pandemic crisis?

Reviewer 4 Name:

1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?
2. How does the assignment align with the evaluative criteria? Are there mixed signals being sent to students?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have regarding clarity in instructions, prompt, or purpose?
4. How does this assignment allow for flexible options, alternative demonstrations, and/or culturally responsive demonstrations of learning?
5. How does this assignment need to be modified or adjusted to reflect current faculty and student circumstances and situations in light of COVID-19?
6. What unnecessary constraints, if any, may need to be removed to accommodate learning during a global pandemic crisis?